DOCUMENT RESUME

ED 395 922 SP 036 757

AUTHOR Rothenberg, Julia Johnson; And Others
TITLE Out in the Open: A New Kind of Professor.
PUB DATE 96
NOTE 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Childrens Literature; College Students; Cultural Pluralism; Elementary Education; Elementary School Teachers; Methods Courses; *Practicums; *Preservice Teacher Education; *Student Attitudes; *Student Teaching; *Teacher Education Curriculum; Teacher Educators; Urban Schools; *Urban Teaching
IDENTIFIERS *Diversity (Student)

ABSTRACT

This paper reviews changes in an elementary teacher education program based on several studies regarding the content of the program. The nature of each study and its implementation in the program are described. Three changes have been made in the program as a result of the studies: student teachers are required to complete a junior year practicum in a public housing project; the reading and language arts methods sequence was revised with an on-site teaching course in a low-income school that addresses issues about teaching literacy; and revised pre-teaching courses have been integrated into an urban school system. Results of these studies have indicated that much remains to be done in preparing novice teachers to respect, appreciate, and teach diverse children well. (JPB)

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OUT IN THE OPEN: A NEW KIND OF PROFESSOR

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Over the past five years, the authors have conducted studies of the ways in which novices and experienced mentor-teachers perceive the novices' preparation for teaching (McDermott et al, 1995; Rothenberg et al, 1993). We have consistently found that the novice teachers in our program differed from their mentors in being more willing to try new ideas, being more interested in literature based and thematic teaching, and in individualization and inclusion. Many of these results were more positive and change-oriented than other reported studies of novice teachers (Hoy & Woolfolk, 1990; Weinstein, 1988).

This paper presents a retrospective of some of the research we have done to date, in particular concerning culturally responsive pedagogy, and the decisions we have made as a result of our research. We have recently made three important changes in the teacher preparation program. The first is a junior year practica requirement for education students in a nearby public housing project. We will discuss the initial reactions and changes observed in our students' attitudes and behaviors about people living in public housing and the impact of that practica

[1]The terms "student teacher" and "novice teacher" are used interchangeably in this paper to denote pre-certificate teachers. These people are also the students in our pedagogical methods classes.

on children's literacy development. We also address how the practicum has expanded the institution's sense of community and shared responsibility for life in an urban community.

Second, we have revised the reading and language arts methods sequence with an on-site teaching course in a nearby low-income school that addresses issues about teaching literacy in schools where there are large numbers of low-income minority children. As a result of these first two, the third change concerns our newly revised pre-teaching courses that are all integrated into an urban school system. College students will now take all their pedagogical methods courses at five urban schools. The classes rotate every three weeks to another building so the college faculty have the opportunity to teach in a variety of schools, with several different teachers and diverse groups of children. Our students, the novice teachers, spend the semester in one of the urban schools, every morning from 8:00 A.M. to 11:00. We are now midway in that most recent change in our teaching. And we are "out in the open."

Each of these decisions has had ramifications for us as the professors. We are far more visible to the community and the schools, and we are active in showing our point of view, with our

students and the rest of the community. Some of us have concerns about whether the contents of our courses suffer. In the eyes of our on-campus colleagues, we may appear more pragmatic and less academic, a perception we have long fought on campus. On the other hand, we believe that colleges and universities must do more to inform their faculty and students about the influence of culture upon children's learning. Equally important, teacher education must emphasize the interaction between culture, pedagogy and learning. Clearly, teaching methods of the past that worked well with culturally homogeneous classrooms of children need, at the very least, scrutiny for their effectiveness with children from many diverse cultural backgrounds.

The first five years of our ongoing study were centered around a 31-item Likert-scale questionnaire. The questions concerned aspects of teacher preparation, both in subject matter and pedagogy, plus several open-ended questions. During the past two years, we have added questions to our study concerning pedagogy for diverse populations and our results have differed dramatically. In this paper, the study of novices' and experienced teachers' responses to these multicultural items will first be summarized, followed by the changes that we have made in

our pedagogy as a result of the research. Data has been collected in the spring and fall of 1995 and during the (never-ending) winter of 1996 on the newer portions of this research.

The Background Study

To summarize the study concerning novice and experienced teachers' perceptions about teaching in multicultural classrooms, we addressed two specific questions:

1. Do teachers think about culturally responsive pedagogy?

2. Do experienced and novice teachers differ in their views about culturally responsive pedagogy?

Forty elementary student teachers and 26 cooperating teachers served as the subjects of this study. One of the teachers was African American, and all others were Caucasian and of European descent. English was the primary language for all the subjects in the study. All the student teachers were undergraduate or graduate student teachers at a liberal arts college in northeast New York. We collected data from the student teachers during two meetings on the college campus, preceding the beginning of the fall semester and three months later, after two student teaching placements. The questionnaire is composed of items eliciting respondents' thoughts about pedagogical

preparation and teaching in classrooms with children from diverse cultural backgrounds. Cooperating teachers completed identical questionnaires and voluntarily mailed their responses to the college.

The first section of the questionnaire contained two open-ended items: 1. "*What benefits do you perceive for yourself and your students when teaching in a classroom with children from culturally diverse backgrounds?;*" and 2. "*What concerns do you have for yourself and your students when teaching in a classroom with children from diverse cultural backgrounds?.*" The second section, 30 Likert items ranked one to seven, presented general statements about teaching and learning, such as the following: "*Teachers should teach basically the same way regardless of children's ethnicity, family or language backgrounds*"; and "*All children, regardless of their ethnicity, family and language backgrounds effectively learn from the same teaching methods.*" Other general question items asked whether curriculum goals and objectives should be changed in culturally diverse classrooms, whether teachers should change their communication and management styles, and whether family background, gender or language/dialect had great impact on children's learning. Seventeen items were

more specific about teaching methods, asking respondents if they would change their methods, materials, management and communication styles to fit children's family/community backgrounds, ethnicity and language backgrounds.

The results of the study indicated that teachers do not think about culturally responsive pedagogy. Neither student teachers nor their cooperating teachers reflected on the interaction between culture and teaching. In the broadest sense, of course, they did. For example, when asked to react to statements indicating that teaching methods should never be changed or that children always learn the same way, our respondents answered that such statements are not true (disagreeing with the statement). However, when asked whether they would change their methods, management or communication strategies to fit children's cultural backgrounds the answers of both groups indicated uncertainty 75% of the time (toward the middle of the scale).

The experience of student teaching did not precipitate change in student teachers' thoughts about culturally responsive pedagogy. Only one questionnaire item, about children's language and classroom management, indicated significant change over the

course of student teaching, but the results indicated greater uncertainty about these issues. Both novice and experienced teachers indicated explicitly that their lack of knowledge about other cultures was their greatest concern when teaching in multicultural classrooms. During the same period of time as we were collecting this data, we have also become increasingly aware, through teaching and supervision, of our students' relative isolation from the world. Many have come from relatively homogeneous communities with little exposure to cultures other than their own. As a faculty, we always thought we were preparing teachers, both explicitly and implicitly for classrooms of diversity and inclusion. We have had progressively rude awakenings.

II. The Current Research

Through our recent research, we have been developing a more directed and specific look at our pedagogy and what our students, the novice teachers, learn from it. There are two parts to the results presented here. The first is an analysis of data gathered in the earlier stages of changes in our teaching approach with the novice teachers. The second is an extension of the ongoing research, where our interest is in whether novice and experienced

teachers can use literature as a way to discuss issues of diversity and equality openly with children. Therefore, in this section of the paper, we are presenting a sequence of data-gathering and analysis on one group of novice teachers, as they have moved through their junior and senior years of college, and the experienced teachers who have supervised their student teaching.

Subjects in the Study: 35 students and 15 supervisory teachers

Before their student teaching, each junior class takes pedagogical methods courses in reading and language arts, social studies, science and health, and mathematics. Prior to that semester, they have spent 120 hours in practica classrooms. The following fall of their senior year, they teach seven weeks in a K-3 grade placement, and seven weeks in a 4-6 grade placement. The subject group of 35 were college juniors last spring and did their student teaching last fall. In the spring practica they were in children's classrooms, both urban and rural/suburban, on Thursdays and Fridays and they also attended their reading and language arts methods class in an urban school near campus.

III. Analysis of the Housing Project Practicum

The first semester of this study was the fall of 1994. A

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year earlier we had begun a practica requirement for education students in the fall of their junior year in a public housing project near the college campus. The initial reactions of the students were fear and amazement in the brief walk from the college campus to the housing project. Before entering the literacy center at the project (called The ARK), the undergraduates' anxiety levels visibly rose as they saw papers, bottles and other debris left uncollected from the previous night's activity. As they entered the high-rise project building for the first time they were quiet and closely grouped. Due to the schedule of the class we went over early in the morning before the entrance area had received attention from the maintenance crew.

In the literacy center our students' preconceived ideas were transformed. The ARK is clean and beautiful. There was a computer in the room with the latest equipment and children were on-line with CD ROMs, which were in great demand by young children as well as high schoolers. Books are everywhere, many in children's hands, and colorful posters about books and authors were on the walls. Once their presuppositions were admitted , then efforts began to confront their stereotypes and prejudices. Through class

activities, journals, sharing of multicultural literature and, most importantly, first hand contact with children and their families, the students' attitudes began to change. Initially attitudes evolved from fear to pity of children because they live in crowded areas with little space for play. Our students often thought the children were insufficiently cherished. As the student/novice teachers read with youngsters and helped them with their literacy growth, they began to value the children as individuals. Changes observed in our students' attitudes and behaviors about people living in public housing were dramatic, as was the impact of that practica on children's literacy development. This practica also has expanded our institution's sense of community and shared responsibility for life in an urban community. For example, another project currently involves college faculty and students as tutors for adults who want to take the secondary school equivalency examination.

IV. Analysis of Pilot: College Teaching in an Urban Elementary School

The rationale for conducting an on-site methods course was generated from several sources. First, a frequent criticism of teacher education programs has been that they have failed to adequately integrate current theory and research with classroom practice. Expert classroom teachers often complain that what is learned on a college campus is far different from what needs to be learned when teaching in actual elementary classrooms with children. An on-site methods course offers faculty the opportunity to carefully integrate contemporary theory with established and effective teaching practices.

Second, the racial and linguistic composition of the cohort of students entering teacher education continues to be of white and European descent. Yet the racial composition of children in our public schools has increasingly become non-white and non-European. Sadly these racial differences are realized through conflicting or misunderstood socio-cultural schema between teachers and children. On-site methods courses provide more time for new teachers to interact and learn from the children whom

they will teach. Although more is not always better, in this case, more experience and opportunity for prospective mainstream teachers to interact with minority urban children increases the likelihood that understanding and respect can be achieved. Most studies of cultural dissonance among groups illustrate the importance of teachers learning about children's cultural backgrounds, and an on-site methods program can facilitate this process.

The third rationale for the on-site methods course is purely pedagogical. On-site courses provide opportunities for teacher educators, prospective teachers and experienced classroom teachers to discuss, analyze and refine recommended theories and methods with established practices for teaching. For example, college faculty might present ideas for teaching reading and the language arts, and these ideas can then used by the college students in classrooms with children. Afterwards, and perhaps on the same day, the college students and faculty can discuss the effectiveness of the recommended methods. With on-site methods, experienced classroom teachers can model and then and discuss recommended practices with the prospective teachers. Demonstration lessons provide a clear link between theory and

practice. Experienced classroom teachers might conduct seminars and colloquia with prospective teachers. The logistics of this became far easier when teacher education courses are offered on-site and not away at a distant college campus. Finally, on-site methods courses can accelerate change in classroom teaching practices; frequent exchange of ideas may accelerate learning of new ideas for teaching.

The On-site Course

In the spring of 1995, the Advanced Reading and Language Arts professor took his methods course to a nearby low-income school where we had worked on several previous educational projects. College faculty had formed good working relationships with their faculty, and the school was only one mile from the college campus. Planning for the pilot project began the preceding year. The school principal expressed enthusiasm for the project but requested that we obtain permission from the superintendent before going any further. We prepared a written description of the project (Figure 1):

Figure 1: Course Proposal to Superintendent and Classroom Teachers

A Proposal for a School & College Partnership for Preparing New Teachers at School #12

Spring 1995: Advanced Language Arts Methods

Purpose of the Course

In this course prospective teachers will improve their understanding and skills for teaching reading, writing and the language arts in the elementary school. At the completion of the semester students will be prepared to teach within whole language, basal and transitional reading programs and develop insights as to how reading, writing and classroom language can be used for learning the content area subjects. Students will learn to effectively use textbooks, literature and original artifacts for learning science, social studies, health and math.

Rationale for Offering the Course at School #12

There are a number of reasons for offering this language arts course at School #12. Today's colleges are often criticized for not effectively preparing prospective teachers for contemporary classrooms. Critics often argue that there is an unnecessary separation between what prospective teachers learn in college methods courses to what they actually need to know to effectively teach in real classrooms. *New York State's Compact for Learning* encourages collaboration between colleges and schools in preparing prospective teachers, and this course should fit within the goals of the Compact. There are immediate reasons for offering the course at School #12. In particular the course will:

- Provide an opportunity for college students to actually test what they learn from a methods course in an urban classroom setting.

- Offer an opportunity for experienced classroom teachers to share their experiences and skills with prospective teachers when learning methods and strategies for teaching reading and the language arts.

- Create a community of learners among experienced classroom teachers, college faculty and prospective teachers in which teaching established and innovative teaching methods can be freely discussed and analyzed.

- Professional development schools - new models of teacher education and development by functioning as exemplars of practice, builders of knowledge, and vehicles for sharing professional learning among educators.

- Create a shared vision among school and college faculty for developing new models of professional education. The Professional Development School serves as a catalyst for systematic reform, empowering all partners to work more effectively toward shared goals on behalf of children and their families.

The superintendent quickly approved the on-site course

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proposal, and we then consulted several key faculty at the school about how best to introduce the project to the classroom teachers. We began with an after-school meeting, where we requested volunteers for the project. The school library was used as the meeting site and nearly 20 teachers stayed after-school to learn about the project. The large number of volunteer teachers was very encouraging.

Coordination and scheduling of the on-site project presented what would become an on-going hurdle. Because of the school's lunch schedule, gym, and other specials, six of the 20 teachers who initially expressed interest in the project withdrew because they would be unavailable during the assigned 2-hour methods block (10 am-12 pm). The loss of these teachers meant that we would have to double-up the number of college students assigned per classroom to two.

We learned that placing the college students in each of the classrooms where teachers had volunteered was not desirable. At least two of the classroom teachers, however well-intended, presented undesirable models of classroom teaching; one of the teachers was a "screamer" who routinely shouted at her children in unkind ways. In a few weeks we realized that another teacher

was very unhappy with her professional work and this negative attitude was evidenced in her interactions with children; these experiences so upset the two college students that they tearfully asked to be reassigned. In these two cases, as well as in others, we handled the cases as tactfully as we could by reassigning college students to other classrooms and constructing excuses to the host teachers by saying we wanted the college students to receive either upper or lower elementary experience because they lacked it. No untoward feelings toward the project were generated from these classroom re-assignments.

The initial intent of the project was for the college faculty to present ideas for teaching one week, and then have the students present lessons containing the teaching ideas in classrooms the following week. Classroom teachers might offer guidance immediately after the lesson, and the college faculty would observe and conduct discussions about the lessons immediately afterwards in class. Sometimes coordination of the teaching ideas with classroom faculty topics remained a problem throughout the semester. Often the course topic and assignment did not coincide with the classroom curriculum. Although topics were placed on the course outline and distributed to the

elementary faculty, specific teaching ideas had not been identified. To help solve this problem of coordination, the college instructor met briefly with each classroom teacher, often only for a few moments, about what the college students would be teaching in the subsequent week. We focused on some of the following topics: poetry writing, responding to literature through illustration, using song and movement in reading and language arts, and integrating the visual arts into literacy learning activities.

Four times during the semester classroom teachers presented language arts lessons to the college students. The college instructor carefully scheduled the time so he would take the classroom teacher's class while s/he presented to the college students. Presentations by the classroom teachers proved to be very popular and well received by the college students. One classroom teacher spoke about how she established a sense of community in her first grade classroom. Another spoke about inclusion of children with disabilities in regular classroom placements. A third modeled how she thought art teachers could support literacy programs through theme related art activities. One first grade teacher brought her entire class to the upstairs

room and demonstrated how she integrated music and dance with literacy to improve children's learning.

At the end of the semester we asked the students to complete a questionnaire about the on-site course. The questionnaire contained several items about the impact of the one-hour practica, classes with cooperating teachers, and the course topics. The students revealed some surprising answers to the questionnaire. First in their preference, for example, were the visits of experienced classroom teachers to the course meetings. Three experienced teachers spoke about their teaching at the urban school and they presented management and teaching strategies to the students which clearly made an impression. Second in preference were the practica experiences in elementary classrooms and last were the lectures and presentations from college faculty. The order of their preferences were surprising with twice as many students indicating they appreciated the classroom teacher visits more than the course lectures and presentations.

Another unexpected finding from the questionnaire was that more than half of the students thought the teachers at the urban school were less skilled in teaching than their counterparts in

the students' Thursday and Friday practica, which were largely in suburban schools. Students had been given a three item choice (equal, better or less skilled) and we anticipated no difference in outcome, but students clearly felt differently (11 indicated the urban teachers were less skilled, 7 indicated they were equal, but only 2 indicated the urban teachers were better than the suburban and rural).

Students also indicated that the "most important thing they learned about teaching" from the on-site methods was "compassion for children." They frequently identified enthusiasm and love for children as the most important concept they learned from this on-site course. They wrote about classroom management in terms of what not to do, such as "not yelling at children" and "putting hands on children." These observations are akin to prior research with prospective and new teachers who value love for children more than skilled pedagogy. Our questions abound.

Finally, when asked where they would like more time spent if the course were taught again on-site, they overwhelmingly indicated that they wanted more time in children's classrooms. Next in frequency was a near equal distribution of a variety of answers including talking with teachers, integrating the visual

and performing arts with literacy, and using children's books.

Throughout the semester we asked students to prepare focused journal entries about the on-site course. In the second half of the semester we asked them to write about the advantages and disadvantages of participating in an on-site course. More time and experience in actual classrooms were frequently mentioned as advantages and travel, classroom accomodations for adults and placement of students with poor models of teaching were often identified as disadvantages. Figure 2 displays students' salient comments from these journal entries.

Figure 2: Summary of Students' Journal Entries of the Advantages and Disadvantages of On-site Methods

Advantages

- More time to work with children
- Easy access to children and teachers
- Observe different methods and styles of teaching
- Listen to guest speakers
- Hands-on experiences
- More opportunities to take-over a class
- Help teachers and children

Disadvantages

- Time lost to travel from campus to elementary school
- Classroom teachers do not know topics we study in methods course
- Placement of college students in classrooms where teachers are poor role models
- Limited time to teach (once each week)

V. The New Questionnaire Data

After reviewing the results of previous studies, we wanted to make more specific the novice and experienced teachers' responses to cultural diversity in their classrooms. We reasoned that by asking teachers what questions they would ask to begin discussions about literature, we could glimpse a more actual piece of teachers' classroom work. In addition to the questionnaire that we used for two years as previously described, another section was added to the questionnaire as follows:

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Assume you are teaching in a third grade elementary class in an urban school system. A team of teachers is using Mary Hoffman's *Amazing Grace*. *(You might remember that this illustrated book is about an African-American girl who wants to be Peter Pan in her classroom play. The text reveals some of the social issues about diversity that face many children every day. When Grace reveals her interest in becoming Peter Pan, Raj says, "you can't be Peter - that's a boy's name." Natilie whispers, "You can't be Peter Pan, he isn't black." With encouragement from her family, particularly from her grandmother who takes Grace to see the ballet Romeo and Juliet featuring a black ballerina, Grace succeeds in obtaining Peter Pan's role. The classroom play becomes a success and Grace was an amazing Peter Pan. The story ends with the grandmother saying, "If Grace put her mind to it, she can do anything she want."*

1. What questions would you ask to prepare your urban third graders to read this book?

2. What questions would you ask your students after reading this book to help them understand the story?

We had two overall questions for this aspect of our study concerning teachers' use of literature for teaching.

1. Are novice and experienced teachers able to hold open discussions about diversity which allow children to use their previous experiences as well as new material, to develop new understandings about people of different gender, skin color, class, ethnicity or culture?

2. Do teachers directly involve issues of gender, race, and class in their discussions with children?

The theoretical basis of our questions is from the literature about teaching differing children together. Prominent

in our understanding is Vivian Paley's work on her own experiences of teaching children different from herself (1987), King's theoretical and narrative studies of dysconscious rascism (1991), and Ladson-Billing's and Tate's theoretical work on race and education (1995).

For the first question we rated teachers' use of prior knowledge with textual material. Our assumption was that the material was explicitly about race and gender, so the use of children's prior knowledge would accomplish the purpose of engaging children in new understandings about others. For the second question, we rated the presence or absence of the issues of race, class or gender in the teachers' questions. We felt this was a liberal interpretation of the teacher's intent to address issues of equality, again, because the book is so explicitly directed.

Questionnaires were administered to the novice teachers at their first meeting with the college faculty, just prior to beginning teaching. At the end of seven weeks the questionnaires were distributed to the experienced teachers who were supervising these novices. At the end of the semester, the questionnaires were again administered to the novices and experienced teachers,

after their second seven-week period of student teaching. The data from this additional section have just been analyzed.

We rated each response on the literature questions from one to five for each of our research interests:

1. teachers' directing students to open discussion through use of prior-knowledge with the text;

2. teachers' use of issues of equality in race, class, or gender.

Reliability between the raters was 85%.

We found that experienced teachers were more willing to enter into open discussions than the novice teachers, which is not surprising. Many of their responses clearly indicated their comfort with exploration, such as "I would ask the children what they thought the title meant and ask them to predict something about the story from the cover of the book". Forty percent of the novice teachers' responses used prior knowledge which would lead to more open discussions among children and the teacher. Eighty percent of the experienced teachers' responses included prior knowledge. Although the student/novice teachers are taught to use prior knowledge in conjunction with text, this is pedagogy which requires practice. Responses that include prior knowledge

are "I would do a short game of role play and have students be one-another (different genders) then move into the book"; "What do you think the title of the book means? Can you predict anything about the book from the cover?" Examples of responses which do not include prior knowledge are: "I would tell them about Peter Pan," "Was Grace a good Peter Pan? Was it a good idea to allow Grace to play Peter Pan?."

However, in addressing issues of equality, both novices and experienced teachers were reluctant. Thirty-nine percent of the novice teachers responded with questions concerning race, class or gender; and forty-eight percent of the experienced teachers responded with such questions. We thought this was strikingly low because we had actually asked them to address ethnic and cultural diversity, and the book was explicit about these issues. Thirteen of the thirty-five novice teachers and four of the thirteen experienced respondents (two did not complete this section) did not mention issues of diversity or prior knowledge at all. Examples which include issues of equality are: "What are the different character's characteristics? What makes this play/book different? Do all the characters need to be the same color?"; and "How would they feel if they were Grace? Why is it wrong to not

allow someone to so something because of what they look like?" Examples of not including issues of diversity are:"Who's Peter Pan? Who's Romeo and Juliet?"; and "Do you think that Raj and Natile were right to comment to Grace? How did Grace react to them?"

Discussion

We feel that the results of our recent studies indicate there is much to be done in preparing novice teachers to respect, appreciate, and teach diverse children well. Currently we have taken all our "Methods" courses (reading and language arts, social studies, math and science) into five urban schools. We supervise our students, who are in the schools from 8:00 to 11:00 A.M., and teach in the schools in the afternoons, rotating from school to school every two weeks. From our experience so far in moving into the schools with our students, we clearly are facing dilemmas all the time. This is a bumpy road we are travelling, filled with potholes, and we sometimes feel we are driving in less-than-able vehicles. Modeling integrated planning with our students, the novice teachers, takes enormous time and energy (for a two credit course!), particularly while we are carting our supplies and activities from campus to elementary

schools. Taking over elementary classrooms ourselves while teachers interact with our students is anxiety provoking to be sure. Deciding the line between tact and rage at bad practices is a constant internal threat to our emotional equilibrium and professional demeanor. Subjectively it seems worth it. The schools are extremely welcoming and our students/novice teachers show many things we have been hoping to see: uncertainty, fear and lack of knowledge about the children, professional attitudes and behaviors that carry into our "Methods" classrooms, growing connections with the children and their teachers, a sense of colleagiality with us.

We have reviewed theories of assimilation, culturally responsive pedagogy and critical pedagogy to frame the problems of this study. Most research indicates that teacher education institutions do not do enough in preparing teachers for culturally heterogeneous classrooms (King, 1993; Ladson-Billings, 1994). New teachers are typically trained at institutions that represent mainstream interests, taught by college faculty who are unaware of the language and cultures of children in contemporary classrooms (King, 1993; Carnegie Forum on Education and the Economy, 1986) and often practice teach in classrooms

representing cultural homogeneity instead of diversity.

Many years ago, teachers lived or participated in the communities in which they taught. Teacher education institutions often required their students to visit children's families and participate in community events. This is no longer occurring, and teachers are unaware of children's cultural backgrounds. At the same time, teachers appear to ignore the richness of culture that diverse classrooms bring to them and their students. Paley (1987) describes her progress in becoming aware that the teacher must directly acknowledge and openly appreciate differences among children in skin color, ways of expression, types of emotional affect, and cultural mores. Teachers in a multicultural society must learn to teach and construct learning activities through their children's cultures. The consequences of not using culture to teach are disastrous in a multicultural society. Real and significant change on these matters of culture and pedagogy are desperately needed for real social change, equity and justice.

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